

St. George's Central CE School and Nursery

3-year strategy:

2025/2026



Hits and misses: Year 3 of 3



Wednesday 17th June 2026

'Never settle for less than your best'





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Our Vision

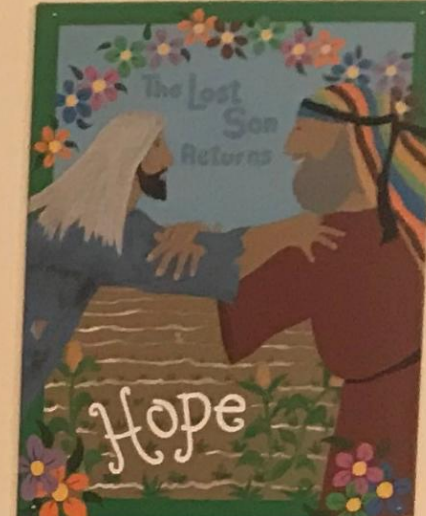
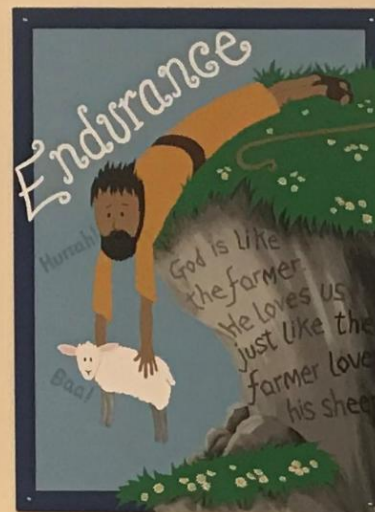
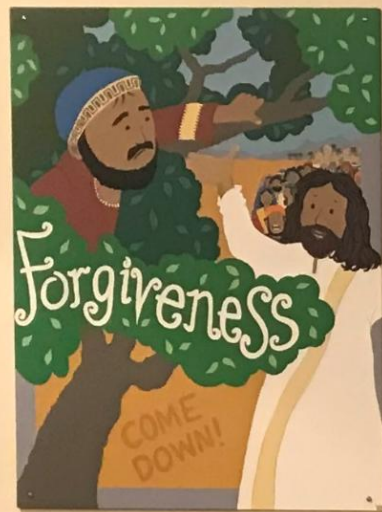
Following in the footsteps of Jesus,
each member of our community
will flourish as resilient, respectful
and adaptable individuals
prepared for life's journey.

Along the way we will encourage
and inspire each other to continue
growing as beacons of light
in our own lives
and the wider world.



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Our SGC definition...

“Spirituality is... an understanding of how beliefs, values and experiences shape the identity of individuals, their spiritual disciplines and connections with life.”



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Strategic Aim 1:

To ensure a high quality of education is front and centre of the work with our children

We will ensure this through:

- Continuing to develop our curriculum across all areas.
- Developing outdoor learning opportunities through our Forest School.
- Monitoring impact and making ongoing changes to the curriculum as required.



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Early Years



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1

Environments/Continuous Provision

2

High quality conversation

3

Use of outdoors

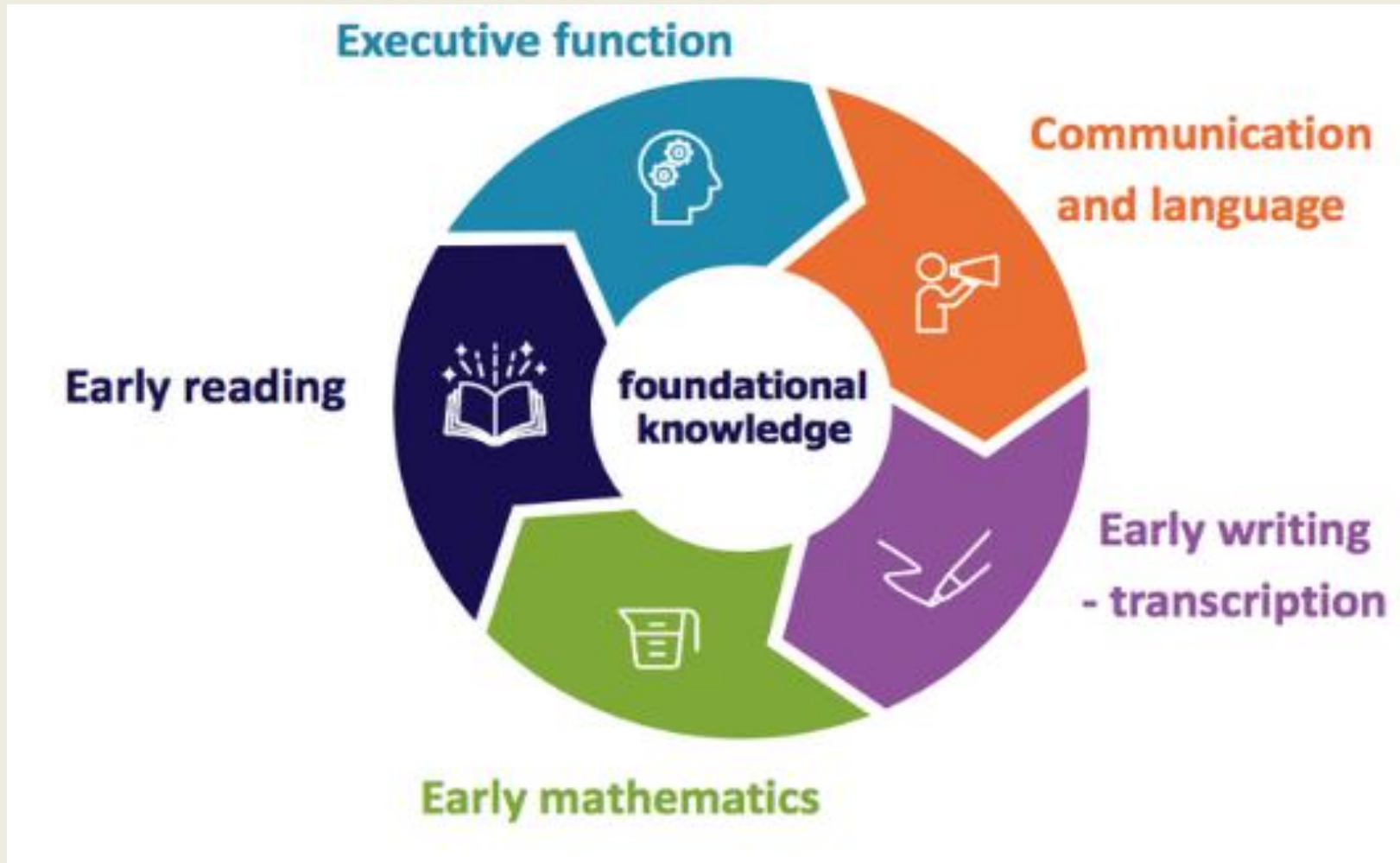
4

Tidying

5

Independent snack

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Nursery Curriculum Overview (2 – 3 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	This is me	Bang, Crackle, Pop	Winter	New life and change	Jolly jobs	Ticket to ride
Key Focus	Me, my family, familiar people.	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
Experience	Look at photos of self and family Talk about who is in my family Learn names of familiar adults Explore classroom and routines Begin to play alongside others Visiting local community centre play sessions Forest school	Join in celebrations (birthdays, Christmas) Explore lights, sounds, colours Listen to simple celebration stories Join in songs and actions Notice special events Make Christmas decorations Visiting local community centre play sessions Forest school	Feel cold/warm weather Explore ice and water Notice winter clothing Talk about what we see outside Explore winter animals Visiting local community centre play sessions Forest school	Look at baby photos Talk about "baby" and "now" Plant seeds and watch them grow Notice baby animals Use words: grow, change, baby Make Easter Card Forest school	Join in role play (doctor, police) Notice different jobs Talk about what people do Forest School	Talk about journeys (home to nursery) Play with cars, buses, trains Car wash role play Explore moving objects Go on short walks Notice what we see outside Forest school



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St. George's Central CE Primary School and Nursery

Headteacher: Mr M Grogan

St George's Central CE Primary School and Nursery

Nursery Curriculum Overview (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	This is me	Bang, Crackle, Pop	Winter	New life and change	Jolly jobs	Ticket to ride
Questions	What makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Focus	Getting to know themselves Learning about their family School community Learning about St George's Church	Harvest Birthdays Bonfire Night Remembrance Sunday Christmas Autumnal changes	Weather changes Winter clothing Natural ice exploration Winter animals	Comparing being a baby to now Baby animals New plants	Jobs in their families Jobs in the community People who help us	Journey to school Journey of water Forms of transport Journey into Reception
Experience	Home visit Making biscuits Family picnic and sharing experience School Tour Church coffee morning Forest school Swimming	Baking bread Birthday jelly Chocolate apples Making a poppy Christmas singing stay and play Christmas card printing Decoration for school Christmas Tree Forest school Swimming	Weather chart Winter home corner Melting ice Freezing water Animal spotting Making bird feeders Forest school Swimming	Sharing a baby picture Planting seeds and observing growth Gardening in the Jubilee Garden Mini-beast hunt Easter egg hunt Easter crispy cake Farm visit Forest school Swimming	Visits from police, nurse, vet and parents Emergency service role play Local walk What I want to be when I grow up – video for parents Forest school Swimming	Placing objects to match buildings in the community on a map Walk to Lancaster Avenue Making a boat float and travel Building vehicles in construction Transport role play Forest school Swimming
PSED:	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships	*Forming good relationships with peers and adults *Learning to adapt to new environment. *Circle time in key worker groups – get to know each other. *Friendship Week		*Sharing and playing co-operatively e.g. building up a role play *Begin to talk about others and their feelings. *Circle time – begin to explore feelings in more detail and how others feel.		*Listening to peers and taking account of what they say *Circle time – Learning about others needs and feelings. Begin to show understanding. *Transition to Reception – Meeting new staff.	
Self Regulation	*To be able to separate from main carer. *Asking adults for help *Select own resources		*Confident to talk about home and community to adults *To know our rules help us keep happy and safe.		*Become more responsible for their actions and develop strategies to deal with them.	

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Subject Overview for Maths: Nursery (3 – 4 year olds)

By the end of the Autumn Term	By the end of the Spring Term	By the end of the Summer Term
Say number names in order to 5.	Say number names in order to 10.	Says number names in order, to 10 and beyond.
Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2.	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2 and 3.	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2, 3, 4, 5 (and beyond).
Take 1 or 2 objects from a larger group.	Take 3 objects from a larger group.	Take five objects from a larger group.
		Links the numeral with the count up to 5 (and beyond).
Subitise to 2.	Subitise to 3.	Subitise to 4.
	Separates 3 in different ways and knows it's still 3.	Separates 4 in different ways and knows it's still 4.
In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.	In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of three items.
Explores and adds to simple linear patterns of two repeating items.	Extends and copies linear patterns with 2 or 3 repeating items.	Extends and copies linear or circular patterns with 2 or 3 repeating items.
Begins to respond to and uses language of position and direction.	Responds to and uses language of position and direction.	Responds to and uses language of position and direction including following and giving directions.
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	This is me and Tyldesley	Sparkle and shine!	Animals in cold and hot countries	Once Upon a Time...	Lifecycles and Spring	Under the sea
Questions	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Focus Learning	Getting to know themselves Comparing themselves and families Family Culture Week Comparing where they live Learning about Tyldesley community Journey to school	Autumn Celebrations: Diwali Bonfire Night Remembrance Sunday Christmas and how Christmas is celebrated in other countries Autumnal changes	Learn about animal characteristics Learning about range of animals (pets, farm, zoo and wild etc) Comparing hot and cold countries Lunar New Year Winter changes	Retelling familiar stories Learning about traditional tales Easter Celebrations Spring changes	Learning about own lifecycle Lifecycles of a butterfly Comparing lifecycles of animals that hatch from an egg Spring changes	Learning about animals that live in the ocean Comparing land and water animals Learning about pollution Exploring capacity with water Summer changes
Experience	Welcome to Our School Worship with Reverend Cath Visit to Tyldesley Library Stay and Play sessions Forest school Swimming	Making clay Diya lamps Making pumpkin soup Making toffee apples Visit to St George's Church Nativity performance Pantomime Visit from the fire service Forest school Swimming	Visit to Blackpool Zoo Visit from a vet Exploring various ways of melting and freezing Stay and Play sessions Forest school Swimming	Inviting families to read stories Baking gingerbread men Cooking porridge Visit from a baker Building houses Teddy Bears' Picnic World Book Day Reverend Cath visit Forest school Swimming	Live Caterpillars Live duck eggs Planting seeds and observing growth Baking butterfly cakes Cooking with vegetables grown in the environment Trip to Shakerley allotments Garden centre role play Forest school Swimming	Making a boat float and travel Blue Planet Exhibition Transition days to Year 1 Hillcrest Residential visit Visit to Imagine That Forest school Swimming

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Literacy:

Phonics: Little Wandle – Foundations for Phonics Listening and attention	Phonics: Little Wandle – Foundations for Phonics Environmental sounds	Phonics: Little Wandle – Foundations for Phonics Instrumental sounds & body percussion	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Voice sounds and oral blending
Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 

Phonics: Little Wandle – Foundations for Phonics Focus on Rhyme time and routines	Phonics: Little Wandle – Foundations for Phonics Sounds focus: s a t p i n m	Phonics: Little Wandle – Foundations for Phonics Sounds focus: d g o c k e	Phonics: Little Wandle – Foundations for Phonics Sounds focus: u r h b f l	Phonics: Little Wandle – Foundations for Phonics Sounds focus: j v w y z g u c h	Phonics: Little Wandle – Foundations for Phonics Sounds focus: c k x s h t h n g n k
Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 
Poems: Wiggles Nellie Edge	Poems: When Santa Got Stuck Up the Chimney Billy Moore	Poems: Snowflakes, Snowflakes Everywhere Anonymous	Poems: Little Seed Anonymous	Poems: We Can Michael Rosen	Poems: Down at the Station John Ashbury

Phonics: Phase 2 Little Wandle	Phonics: Phase 2 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 4 Little Wandle	Phonics: Phase 4 Little Wandle
Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 
Poem: Oh Dear Michael Rosen	Poem: Crackle! Spit! Marie Thorn	Poem: Crick, Crack Crocodile Joan Poulson	Poem: Castle James Carter	Poem: How Does Your Garden Grow?	Poem: Here is The Sea Zita Newcome

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Department
for Education

The writing framework

July 2025



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Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, and teachers**



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MEGATRENDS



Urbanisation



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Year 5 and Year 6 Curriculum Overview: 2025 – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Places of Worship visit	Catalyst Museum visit	Shakespeare experience	Imperial War Museum North visit	American Cuisine: Restaurant visit or in house cooking experience.	
Art		Why did Monet paint outside?		How was Henry Moore inspired by nature?	Who made art pop?	
DT	Where would a spider want to live?		How do the seasons affect the availability of food?			How can electrical circuits improve a game?
English	Genre: Biography Narrative	Genre: Information Texts (Explanation) Narrative	Genre: Playscripts (Narrative) Sonnet (Poetry)	Genre: Information Texts (Formal and Informal)	Genre: Non-Fiction (Newspaper) Letter	Genre: Narrative Speech and action to convey character
	Text: <i>Coraline</i> Neil Gaiman	Text: <i>Journey to the River Sea</i> Eva Ibbotson	Text: Author study: William Shakespeare	Text: <i>The Prisoner</i> James Riordan	Texts: <i>The Arrival:</i> Shaun Tan <i>When Jessie Came Across the Sea</i> Amy Hest	Texts: <i>Holes</i> Louis Sachar
	Audience for writing: Teenagers/Young adults	Audience for writing: Enthusiasts of the text Children of similar age	Audience for writing: Young teenagers	Audience for writing: Children of different ages	Audience for writing: Characters from the text Readers of local newspapers	Audience for writing: Enthusiasts of Holes
	Purpose for writing: To inform	Purpose for writing: To explain To entertain	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To inform	Purpose for writing: To entertain
	Grammar: - Relative clauses - Commas to clarify meaning - Parenthesis - Subject - relative clauses - expanded noun phrases	Grammar: - Colons for lists - Punctuating bullet points - Expanded noun phrases - Adverbials - Relative clauses - Cohesion	Grammar: - Commas to clarify meaning - Colons - Parenthesis - Adverbs	Grammar: - Colons for lists - Punctuating bullet points - Adverbials - Parenthesis - Cohesion	Grammar: - Relative clauses - Perfect form of verbs - Passive verbs - Direct speech - Cohesion - Commas to clarify meaning	Grammar: - Formal speech - Passive verbs - Relative clauses - Expanded noun phrases - Parenthesis
	Poem: <i>The School Goalie's Reasons</i> Brian Moses	Poem: <i>The Rainbow Mystery</i> George Szirtes	Poem: <i>All the World's a Stage</i> William Shakespeare	Poems: <i>From a Distance</i> Lindsay MacRae	Poem: <i>America's Gate (Ellis Island)</i> Brian Moses	Poem: <i>If</i> Rudyard Kipling



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Year 5 and Year 6 Curriculum Overview: 2025 – 2026

Year 5 and Year 6 Curriculum Overview: 2025 - 2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Places of Worship visit	Catalyst Museum visit	Shakespeare experience	Imperial War Museum North visit	American Cuisine: Restaurant visit or in-house cooking experience	
						
	Poem: <i>The School Goalie's Reasons</i> Brian Moses	Poem: <i>The Rainbow Mystery</i> George Szirtes	Poem: <i>All the World's a Stage</i> William Shakespeare	Poems: <i>From a Distance</i> Lindsay MacRae	Poem: <i>America's Gate (Ellis Island)</i> Brian Moses	Poem: <i>If</i> Rudyard Kipling



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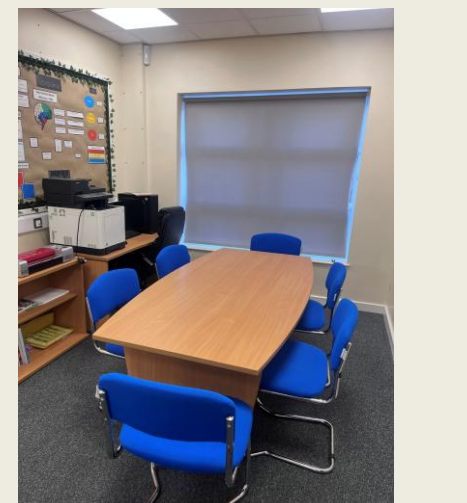


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How could we make lunch time at SGC even better?



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MEGATRENDS



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To add 2 single digit numbers

CS 	WS 	VP 
IW 	GW 	1:1 

Objective Achieved

Further work needed

Learning
Objective

Codes (to be
circled)

Simple
assessment
(to be
circled)



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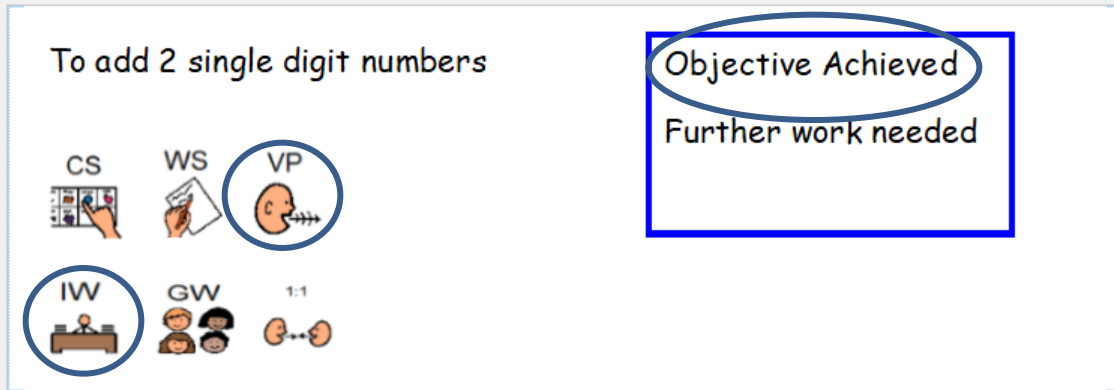
To add 2 single digit numbers

CS WS VP

IW GW 1:1

Objective Achieved

Further work needed



What is this telling us?



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screen rec



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Strategic Aim 2:

**To develop the Governing Body in line
with future needs of the school**

We will ensure this through:

- **Working to recruit and retain high quality governors.**
- **Developing and educating governors in their active role.**
- **Using the annual skills audit.**
- **Aligning governors to support school priorities.**



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Whole School INSET: January 2026



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Strategic Aim 3:

To be an active pastoral participant particularly with church and our mission in the community

We will ensure this through:

- **Continuing to work with a range of community groups.**
- **Strengthening our links with the clergy.**



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Atherton and Tyldesley

Sports and Arts

*Friendship through sports,
arts and community*

This is
for
Poetry

The T is
a football

The S is a
Swimming
Pool

ATHERTON & TYLDESLEY SPORT



The first
A is a
Football /
rugby
Pitch

friendship through sports and art's

This is
for comedy

The A is a
Paint
brushes



ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

ARTS EVENT

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

LIVE SPORTING EVENT

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

COMMUNITY CARE

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

ACCESS TO SUCCESS

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

TASTER SESSION

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

SPORTS WEEKEND

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

SPORTS & ARTS COUNCIL

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

STAFF EVENT

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

COMPETITION

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

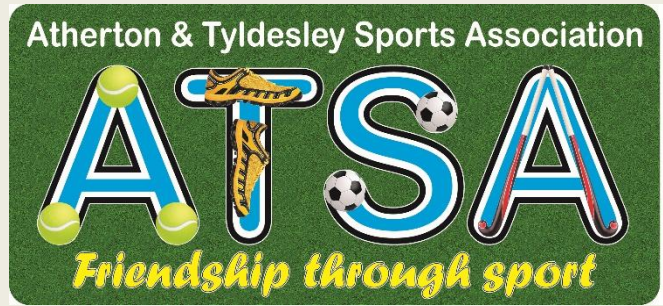
ACTIVE MINDS

ATHERTON AND TYLDESLEY SPORTS AND ARTS



Friendship through sports, arts and community

EXTRA TIME



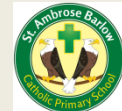
2011 - 2025

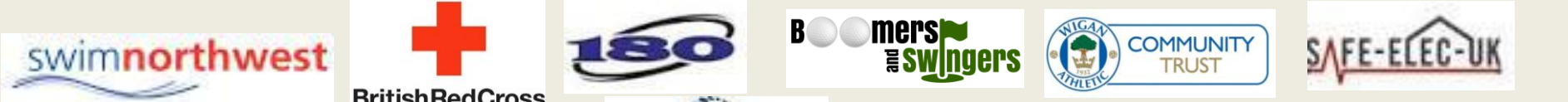
755 events

70 primary schools

4 secondary schools

35,587 participants





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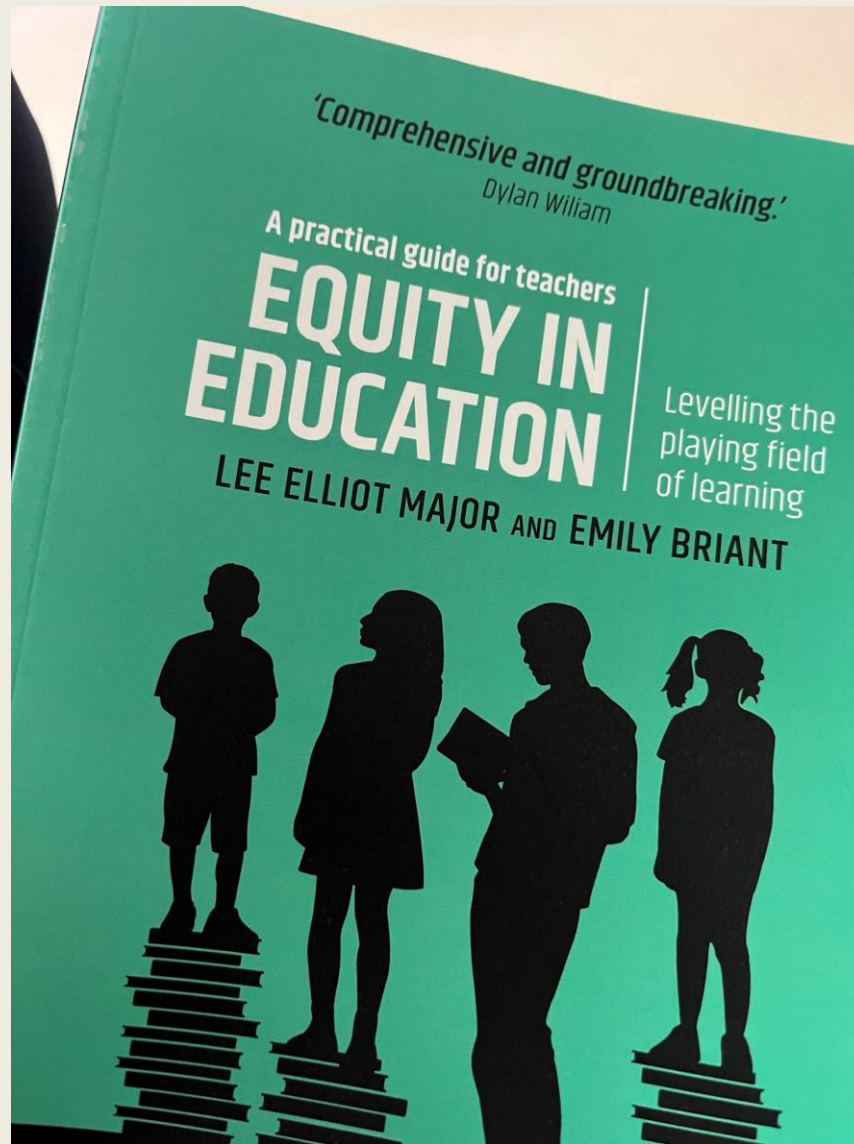
THE MISSION
C H U R C H



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Strategic Aim 4:

**To explore school development opportunities in light of
national policy direction**

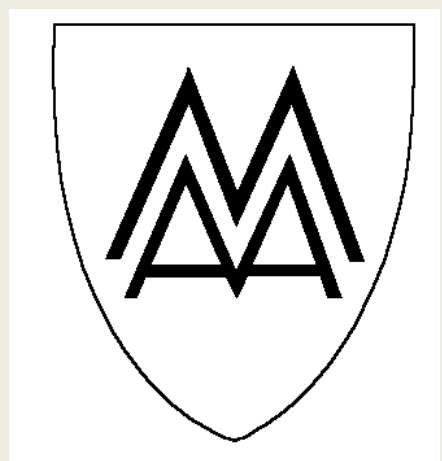
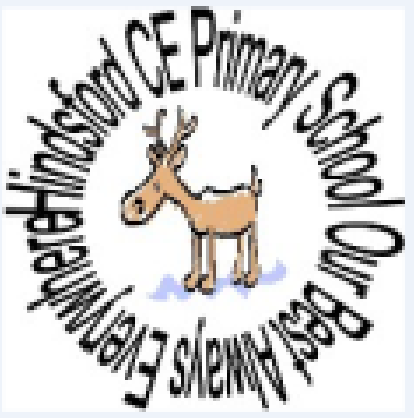
We will ensure this through:

- **Keeping abreast of local and national policy changes.**
- **Recruiting and retaining high calibre staff.**



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Are you in the #SGC Club?

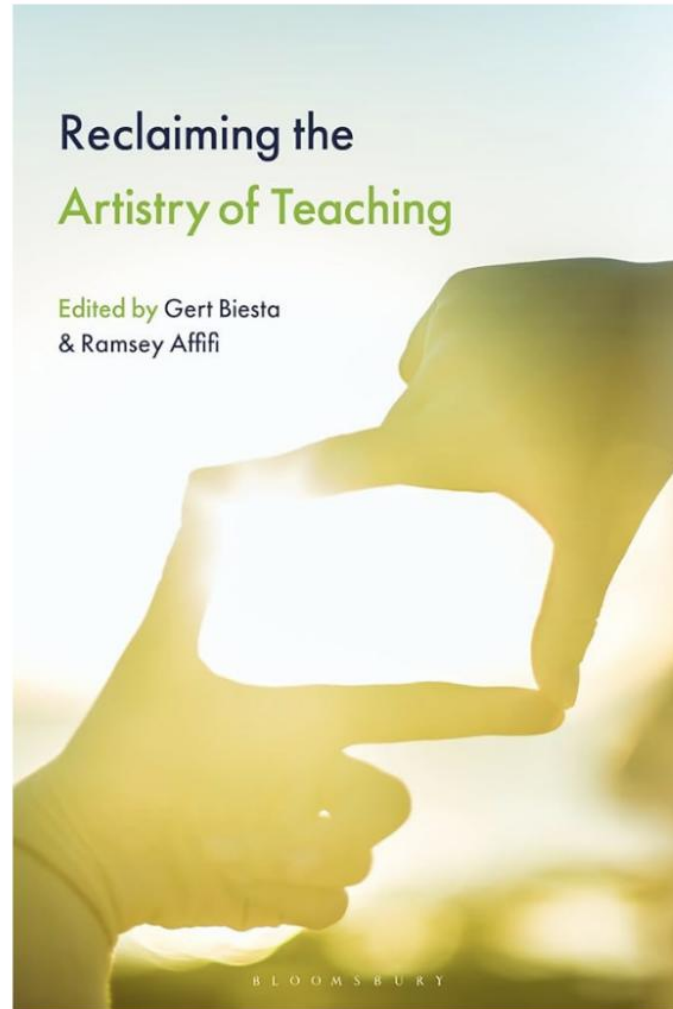


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3-year strategy:

2025/2026



Hits and misses: Year 3 of 3



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Hits and Misses?

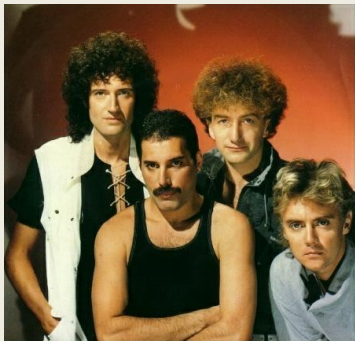


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Hits and Misses?

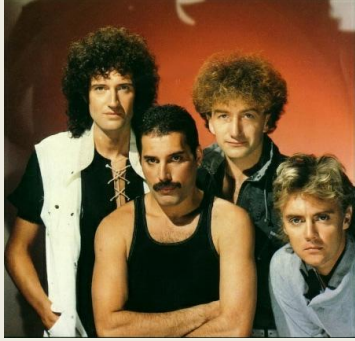


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Hits and Misses?



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Hits and Misses?



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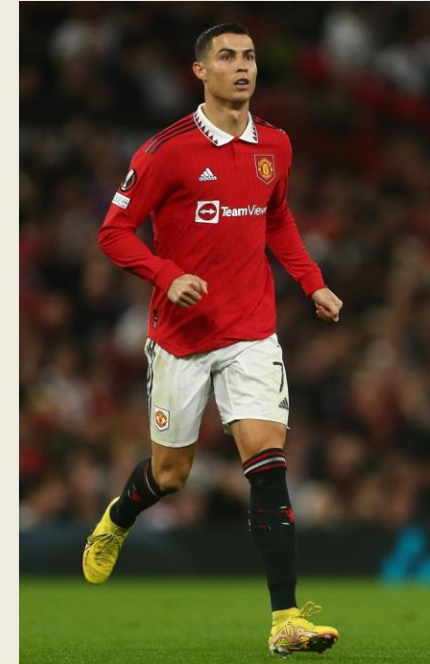


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Hits and Misses?



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Hits and Misses #SGC?



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Hits and Misses #SGC?

School based attendance data 'over time'								
Month	2022/2023	2023/2024	Yearly +/-	*2024/2025	Yearly +/-	22/23 – 24/25 +/-	2025/2026	22/23 – 25/26 +/-
September	95.1%	95.3%	+0.2%	95.6%	+0.3%	+0.5%	96.8%	+1.7%
October	93.1%	95.1%	+2.0%	95.4%	+0.3%	+2.3%	96.5%	+3.4%
November	93.2%	94.6%	+1.4%	94.6%	-	+1.4%	95.8%	+2.6%
December	93.3%	94.7%	+1.4%	94.3%	-0.4%	+1.0%	95.4%	+2.1%
January	92.9%	94.2%	+1.3%	94.2%	-	+1.3%	95.5%	+2.6%
March	93.6%	94.8%	+1.2%	94.5%	-0.3%	+0.9%	95.5%	+1.9%
April	93.5%	94.5%	+1.0%	94.8%	+0.3%	+1.3%	95.6%	+2.1%
May	93.6%	94.6%	+1.0%	94.8%	+0.2%	+1.2%	95.4%	+1.8%
June	93.6%	94.9%	+1.3%	94.6%	-0.3%	+1.0%		
Whole Year	93.6%	94.7%	+1.1%	94.8%	+0.1%	+1.2%		



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Hits and Misses #SGC?

All children

	2023	2024	2025	3-year average
RWM expected standard	Above (sig+)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
RWM higher standard	Close to av. (non-sig)	Below (non-sig)	Below (sig-)	Below (sig-)
Reading expected standard	Close to av. (non-sig)	Above (sig+)	Close to av. (non-sig)	Above (non-sig)
Reading higher standard	Below (sig-)	Close to av. (non-sig)	Below (non-sig)	Below (non-sig)
Writing expected standard	Above (sig+)	Above (non-sig)	Close to av. (non-sig)	Above (sig+)
Writing greater depth	Close to av. (non-sig)	Close to av. (non-sig)	Below (sig-)	Close to av. (non-sig)
Maths expected standard	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths higher standard	Close to av. (non-sig)	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)
EGPS expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
EGPS higher standard	Below (non-sig)	Below (non-sig)	Below (non-sig)	Below (sig-)
Year 4 MTC score	Close to av. (non-sig)	Below (non-sig)	Below (sig-)	Below (sig-)
Phonics expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)



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Hits and Misses #SGC?

Under-resourced

	2023	2024	2025	3-year average
RWM expected standard	Above (sig+)	Above (non-sig)	Close to av. (non-sig)	Above (sig+)
Reading expected standard	Above (non-sig)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Writing expected standard	Above (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)
Maths expected standard	Above (non-sig)	Above (non-sig)	Close to av. (non-sig)	Above (sig+)
EGPS expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)



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Hits and Misses #SGC?

Low Prior Attainers

	2022	2023	2-year average
RWM expected standard	Above (sig+)	Above (sig+)	Above (sig+)
Reading expected standard	Above (sig+)	Above (sig+)	Above (sig+)
Writing expected standard	Above (sig+)	Above (sig+)	Above (sig+)
Maths expected standard	Above (non-sig)	Above (non-sig)	Above (sig+)
EGPS expected standard	Below (non-sig)	Above (sig+)	Close to av. (non-sig)



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Hits and Misses #SGC?

Middle Prior Attainers

	2022	2023	2-year average
RWM expected standard	Above (non-sig)	Above (sig+)	Above (sig+)
Reading expected standard	Above (non-sig)	Close to av. (non-sig)	Above (non-sig)
Writing expected standard	Above (non-sig)	Above (non-sig)	Above (sig+)
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
EGPS expected standard	Below (non-sig)	Close to av. (non-sig)	Below (non-sig)



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Hits and Misses #SGC?

High Prior Attainers

	2022	2023	2-year average
RWM expected standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Reading expected standard	Close to av. (non-sig)	Below (non-sig)	Close to av. (non-sig)
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
EGPS expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)



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Hits and Misses #SGC?



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Hits and Misses #SGC?



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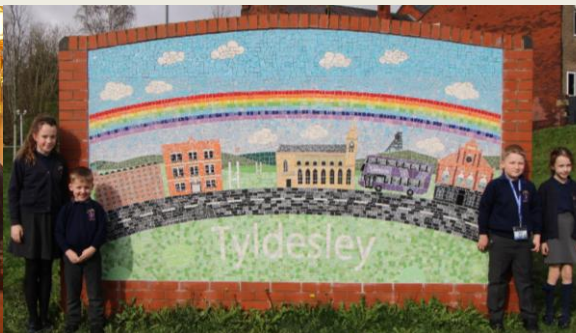


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Hits and Misses #SGC?

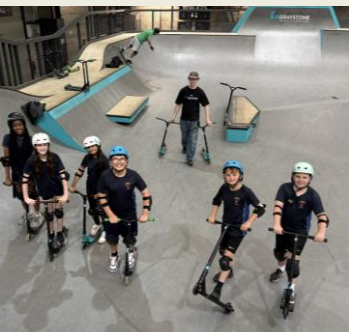


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Hits and Misses #SGC?



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Hits and Misses #SGC?



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3-year strategy:



Hits an

3 of 3



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The biggest 'Misses' #SGC



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The biggest 'Misses' #SGC



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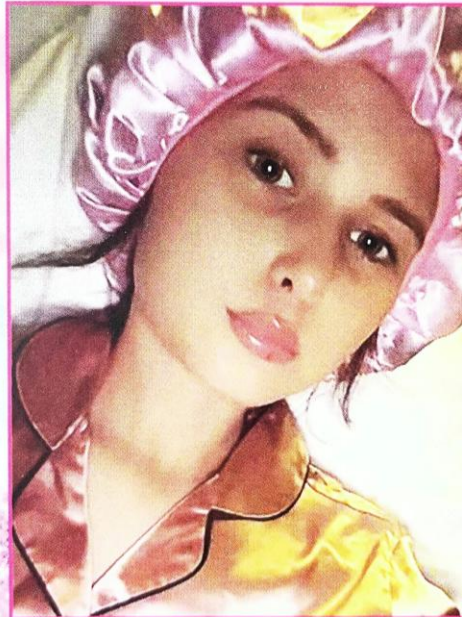


The biggest 'Misses' #SGC

In Loving Memory of

Eva Rose Thornley

19th August 2012 - 22nd May 2025



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3-year strategy:

2025/2026



Hits and misses: Year 3 of 3



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